



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 10651251
SAU: Gorham School Department
School: Village Elem School-Gorham

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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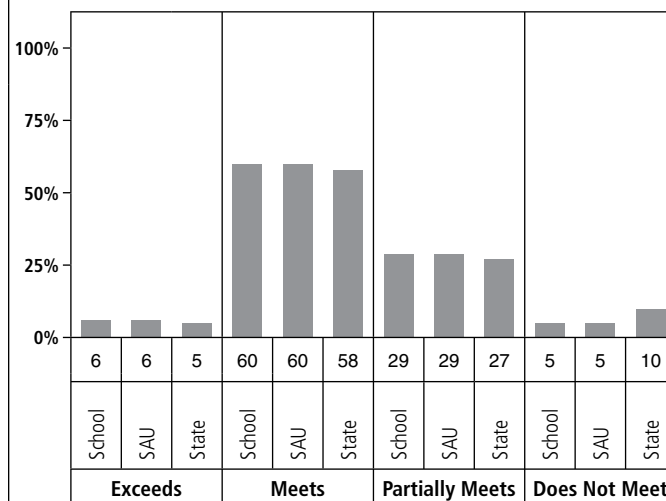
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: Gorham School Department
School: Village Elem School-Gorham

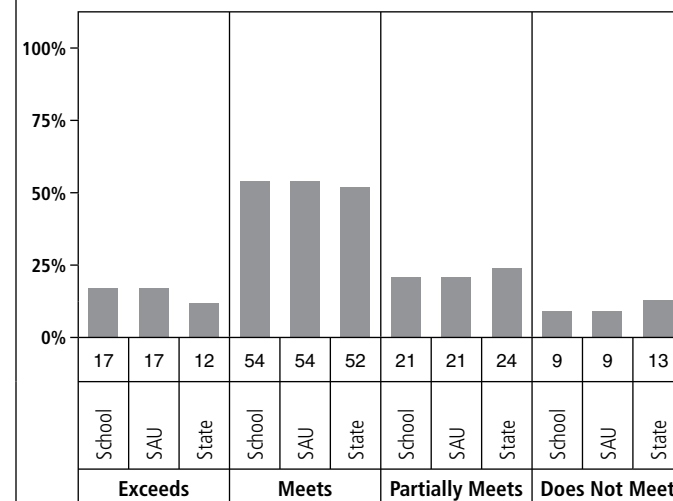
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	545	545	544
2006–2007	547	547	544
2007–2008	546	546	545
Cum. Avg. *	546	546	544
Mathematics			
2005–2006	546	546	543
2006–2007	548	548	546
2007–2008	548	548	546
Cum. Avg. *	547	547	545
ELA – Writing			
2005–2006			
2006–2007	542	542	541
2007–2008	540	540	538
Cum. Avg. *			

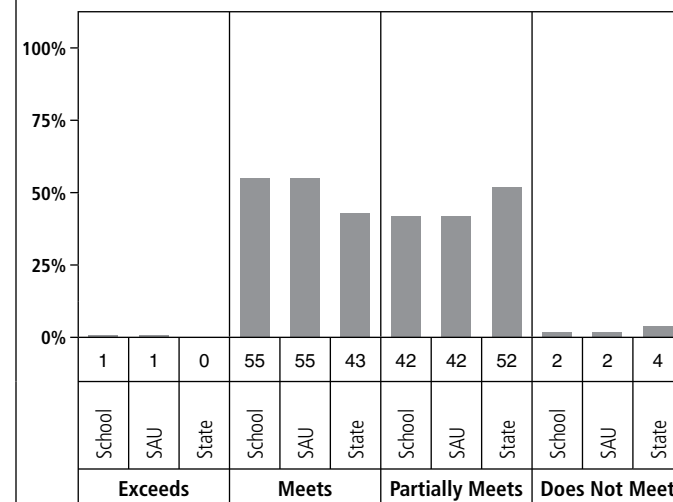
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: Gorham School Department
 School: Village Elem School-Gorham

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	195	100	195	100	14240	100	193	99	193	99	14157	100	192	98	192	98	14156	100							192	98	192	98	14107	99
Ethnicity African American/Black	2	1	2	1	404	3	2	100	2	100	396	98	2	100	2	100	398	99							2	100	2	100	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	1	1	1	1	201	1	1	100	1	100	199	99	1	100	1	100	199	99							1	100	1	100	197	98
Hispanic	3	2	3	2	178	1	3	100	3	100	170	97	3	100	3	100	174	99							3	100	3	100	171	97
Caucasian/White	189	97	189	97	13339	94	187	99	187	99	13274	100	186	98	186	98	13267	100							186	98	186	98	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	29	15	29	15	2555	18	29	100	29	100	2528	99	29	100	29	100	2526	99							29	100	29	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	32	16	32	16	5574	39	32	100	32	100	5528	99	32	100	32	100	5531	99							32	100	32	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	164	84	164	84	11042	78	163	84	163	84	11006	77							162	83	162	83	11127	78
Identified disability (PET/IEP)	1	1	1	1	396	4	1	1	1	1	404	4							1	1	1	1	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	5	3	5	3	134	1	5	3	5	3	133	1							5	3	5	3	136	1
Participation with accommodations	27	14	27	14	2974	21	27	14	27	14	3014	21							28	14	28	14	2845	20
Identified disability (PET/IEP)	26	96	26	96	1996	67	26	96	26	96	1986	66							26	93	26	93	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	1	4	1	4	76	3	1	4	1	4	77	3							1	4	1	4	74	3
Other	0	0	0	0	766	26	0	0	0	0	801	27							1	4	1	4	710	25
Participation through alternate assessment (PAAP)	2	1	2	1	136	1	2	1	2	1	136	1							2	1	2	1	135	1
Identified disability (PET/IEP)	2	100	2	100	136	100	2	100	2	100	136	100							2	100	2	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	2	1	2	1	64	0	3	2	3	2	61	0							3	2	3	2	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Gorham School Department
School:	Village Elem School-Gorham

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	11	5	11	5	721	5
	2006-2007	16	7	16	7	702	5
	2007-2008	11	6	11	6	659	5
	Cum. Total*	38	6	38	6	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	117	55	117	55	7571	53
	2006-2007	143	65	143	65	7730	55
	2007-2008	115	60	115	60	8195	58
	Cum. Total*	375	60	375	60	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	63	30	61	29	4343	30
	2006-2007	49	22	49	22	4182	30
	2007-2008	55	29	55	29	3800	27
	Cum. Total*	167	27	165	26	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	22	10	22	10	1628	11
	2006-2007	13	6	13	6	1419	10
	2007-2008	10	5	10	5	1362	10
	Cum. Total*	45	7	45	7	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.2	62.9	30.2	62.9	29.2	60.8
Literary Text	24	50	15.6	65.0	15.6	65.0	15.0	62.5
Informational Text	24	50	14.6	60.8	14.6	60.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Gorham School Department
 School: Village Elem School-Gorham

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	191	11	6	115	60	55	29	10	5	546	191	6	60	29	5	546	14016	5	58	27	10	545
Ethnicity																						
African American/Black	2										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	1										1						197	5	64	23	8	546
Hispanic	3										3						167	2	47	37	14	542
Caucasian/White	185	11	6	114	62	50	27	10	5	546	185	6	62	27	5	546	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	8	30	14	52	5	19	536	27	0	30	52	19	536	2392	0	26	42	31	536
No	164	11	7	107	65	41	25	5	3	547	164	7	65	25	3	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	191	11	6	115	60	55	29	10	5	546	191	6	60	29	5	546	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	32	1	3	14	44	14	44	3	9	542	32	3	44	44	9	542	5454	2	48	35	15	541
No	159	10	6	101	64	41	26	7	4	547	159	6	64	26	4	547	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	191	11	6	115	60	55	29	10	5	546	191	6	60	29	5	546	14011	5	58	27	10	545
Gender																						
Female	104	6	6	66	63	30	29	2	2	547	104	6	63	29	2	547	6766	7	62	24	8	546
Male	87	5	6	49	56	25	29	8	9	544	87	6	56	29	9	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	30	0	0	10	33	17	57	3	10	540	30	0	33	57	10	540	1751	1	35	44	21	538
No	161	11	7	105	65	38	24	7	4	547	161	7	65	24	4	547	12265	5	62	25	8	546
Gifted/talented program																						
Yes	7	0	0	7	100	0	0	0	0	553	7	0	100	0	0	553	464	27	71	2	1	557
No	184	11	6	108	59	55	30	10	5	545	184	6	59	30	5	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Gorham School Department
 School: Village Elem School-Gorham

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 74 21 4	2 6 3 0	67 4 8 0	0 91 20 2	0 66 51 29	1 33 15 5	33 24 38 71	0 8 1 0	0 6 3 0	553 546 547 540	2 74 21 4	67 4 8 0	0 66 51 29	33 24 38 71	0 6 3 0	553 546 547 540	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	26 61 10 4	5 5 0 1	10 4 0 14	33 69 9 3	69 61 47 43	10 34 9 1	21 30 47 14	0 6 1 2	0 5 5 29	549 545 543 544	26 61 10 4	10 4 0 14	69 61 47 43	21 30 47 14	0 5 5 29	549 545 543 544	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	29 61 10 1	7 4 0 0	13 3 0 0	39 70 5 0	72 61 28 0	6 36 12 0	11 31 67 0	2 5 1 1	4 4 6 100	550 545 540 528	29 61 10 1	13 3 0 0	72 61 28 0	11 31 67 0	4 4 6 100	550 545 540 528	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 71 12	3 7 1	9 5 4	12 89 13	38 67 57	9 36 9	28 27 39	8 1 0	25 1 0	541 547 545	17 71 12	9 5 4	38 67 57	28 27 39	25 1 0	541 547 545	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	13 58 28	2 5 4	8 5 8	6 70 38	24 65 72	13 30 10	52 28 19	4 3 1	16 3 2	539 546 548	13 58 28	8 5 8	24 65 72	52 28 19	16 3 2	539 546 548	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	17 70 7 5	3 7 1 0	9 5 7 0	19 78 10 6	59 60 71 60	8 39 3 4	25 30 21 40	2 7 0 0	6 5 0 0	547 545 548 545	17 70 7 5	9 5 7 0	59 60 71 60	25 30 21 40	6 5 0 0	547 545 548 545	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	25 25 49	3 1 7	6 2 8	23 27 63	49 57 68	17 16 20	36 34 22	4 3 2	9 6 2	543 545 548	25 25 49	6 2 8	49 57 68	36 34 22	9 6 2	543 545 548	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	11 11 79 0	0 0 0 0	0 0 0 0	1 2 11	50 100 73	0 0 4	0 0 27	1 0 0 0	50 0 0 0	545 547 546 546	11 11 79 0	0 0 0 0	50 100 73	0 0 27 0	50 0 0 0	545 547 546 546						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: Gorham School Department
School: Village Elem School-Gorham

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	25	12	25	12	1415	10
	2006-2007	25	11	25	11	1711	12
	2007-2008	32	17	32	17	1617	12
	Cum. Total*	82	13	82	13	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	114	54	113	54	6503	45
	2006-2007	133	60	133	60	6778	48
	2007-2008	102	54	102	54	7284	52
	Cum. Total*	349	56	348	56	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	46	22	45	21	3945	28
	2006-2007	50	23	50	23	3884	28
	2007-2008	39	21	39	21	3341	24
	Cum. Total*	135	22	134	22	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	27	13	27	13	2434	17
	2006-2007	13	6	13	6	1683	12
	2007-2008	17	9	17	9	1778	13
	Cum. Total*	57	9	57	9	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.1	67.3	10.1	67.3	9.0	60.0
Cluster 2: Shape and Size	14	29	7.7	55.0	7.7	55.0	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.2	44.0	2.2	44.0	2.2	44.0
Cluster 4: Patterns	14	29	8.8	62.9	8.8	62.9	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Gorham School Department
 School: Village Elem School-Gorham

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	190	32	17	102	54	39	21	17	9	548	190	17	54	21	9	548	14020	12	52	24	13	546
Ethnicity																						
African American/Black	2										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	1										1						198	16	59	15	11	549
Hispanic	3										3						173	5	45	30	20	541
Caucasian/White	184	32	17	99	54	37	20	16	9	548	184	17	54	20	9	548	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	10	37	8	30	9	33	534	27	0	37	30	33	534	2390	2	29	34	35	534
No	163	32	20	92	56	31	19	8	5	551	163	20	56	19	5	551	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	190	32	17	102	54	39	21	17	9	548	190	17	54	21	9	548	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	32	1	3	16	50	10	31	5	16	542	32	3	50	31	16	542	5461	5	46	30	19	541
No	158	31	20	86	54	29	18	12	8	550	158	20	54	18	8	550	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	190	32	17	102	54	39	21	17	9	548	190	17	54	21	9	548	14015	12	52	24	13	546
Gender																						
Female	104	15	14	62	60	20	19	7	7	548	104	14	60	19	7	548	6767	11	51	24	13	546
Male	86	17	20	40	47	19	22	10	12	548	86	20	47	22	12	548	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	30	0	0	13	43	7	23	10	33	536	30	0	43	23	33	536	1755	1	37	39	23	538
No	160	32	20	89	56	32	20	7	4	551	160	20	56	20	4	551	12265	13	54	22	11	547
Gifted/talented program																						
Yes	7	5	71	2	29	0	0	0	0	568	7	71	29	0	0	568	464	58	40	2	0	564
No	183	27	15	100	55	39	21	17	9	547	183	15	55	21	9	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Gorham School Department
 School: Village Elem School-Gorham

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	2	67	0	0	0	0	1	33	552	2	67	0	0	33	552	5	6	39	29	25	539
B. less than one hour	74	22	16	80	58	25	18	11	8	549	74	16	58	18	8	549	66	12	52	24	12	546
C. one to two hours	21	8	21	20	51	8	21	3	8	549	21	21	51	21	8	549	26	12	55	23	11	547
D. more than two hours	4	0	0	0	0	5	71	2	29	533	4	0	0	71	29	533	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	18	22	49	60	14	17	1	1	553	44	22	60	17	1	553	38	16	56	19	8	549
B. They match some of what I have learned.	47	13	15	43	49	20	23	12	14	545	47	15	49	23	14	545	48	9	53	26	12	545
C. They match just a little of what I have learned.	8	1	7	8	53	4	27	2	13	544	8	7	53	27	13	544	10	6	37	32	24	539
D. There is no match.	1	0	0	0	0	0	0	2	100	524	1	0	0	0	100	524	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	22	39	26	46	6	11	3	5	556	30	39	46	11	5	556	31	24	54	14	8	552
B. good	50	10	11	55	59	21	22	8	9	547	50	11	59	22	9	547	47	8	55	25	12	545
C. fair	18	0	0	19	56	10	29	5	15	541	18	0	56	29	15	541	19	2	43	35	20	539
D. poor	2	0	0	1	33	1	33	1	33	535	2	0	33	33	33	535	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	3	12	10	40	8	32	4	16	544	13	12	40	32	16	544	18	5	42	30	22	540
B. about the same as my regular schoolwork	73	20	14	81	59	27	20	10	7	548	73	14	59	20	7	548	66	11	55	23	11	547
C. easier than my regular schoolwork	13	9	36	10	40	3	12	3	12	552	13	36	40	12	12	552	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	8	14	32	55	11	19	7	12	548	31	14	55	19	12	548	21	10	48	26	16	544
B. two or three days a week	40	12	16	42	55	17	22	5	7	549	40	16	55	22	7	549	36	13	54	23	10	547
C. two or three times each month	19	7	20	17	49	8	23	3	9	547	19	20	49	23	9	547	27	12	54	23	11	547
D. never or almost never	10	5	26	10	53	2	11	2	11	549	10	26	53	11	11	549	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	14	5	19	16	62	4	15	1	4	553	14	19	62	15	4	553	7	12	44	25	19	543
B. two or three days a week	37	9	13	39	57	13	19	7	10	547	37	13	57	19	10	547	30	13	53	23	11	547
C. two or three times each month	37	16	23	39	57	10	14	4	6	551	37	23	57	14	6	551	34	12	54	23	10	547
D. never or almost never	12	2	9	4	18	11	50	5	23	538	12	9	18	50	23	538	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	1	13	3	38	1	13	3	38	540	4	13	38	13	38	540	7	7	40	25	28	539
B. 30–45 minutes	22	7	17	20	48	12	29	3	7	546	22	17	48	29	7	546	31	7	49	29	15	543
C. 45–60 minutes	40	13	17	39	52	15	20	8	11	549	40	17	52	20	11	549	40	12	55	23	10	547
D. more than 60 minutes	33	11	18	38	61	10	16	3	5	550	33	18	61	16	5	550	23	18	54	19	9	549
Optional school/SAU question																						
A.	11	1	50	0	0	1	50	0	0	553	11	50	0	50	0	553						
B.	11	0	0	2	100	0	0	0	0	555	11	0	100	0	0	555						
C.	79	5	33	6	40	2	13	2	13	551	79	33	40	13	13	551						
D.	0										0											

ELA-WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Gorham School Department
School:	Village Elem School-Gorham

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 1	1 1	2 1	1 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	134 105	61 55	134 105	61 55	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	79 80	36 42	79 80	36 42	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	5 4	2 2	5 4	2 2	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.3	56.5	11.3	56.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.9	49.2	5.9	49.2	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.4	67.5	5.4	67.5	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: Gorham School Department
 School: Village Elem School-Gorham

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	190	1	1	105	55	80	42	4	2	540	190	1	55	42	2	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	2										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	1										1						196	2	55	42	2	541
Hispanic	3										3						170	0	29	62	9	535
Caucasian/White	184	1	1	103	56	76	41	4	2	540	184	1	56	41	2	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	4	15	21	78	2	7	531	27	0	15	78	7	531	2372	0	12	72	16	529
No	163	1	1	101	62	59	36	2	1	541	163	1	62	36	1	541	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	190	1	1	105	55	80	42	4	2	540	190	1	55	42	2	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	32	0	0	17	53	13	41	2	6	538	32	0	53	41	6	538	5435	0	32	61	7	535
No	158	1	1	88	56	67	42	2	1	540	158	1	56	42	1	540	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	190	1	1	105	55	80	42	4	2	540	190	1	55	42	2	540	13967	0	43	52	4	538
Gender																						
Female	104	1	1	69	66	34	33	0	0	542	104	1	66	33	0	542	6750	1	55	43	2	540
Male	86	0	0	36	42	46	53	4	5	536	86	0	42	53	5	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	30	0	0	12	40	16	53	2	7	537	30	0	40	53	7	537	1745	0	26	69	5	534
No	160	1	1	93	58	64	40	2	1	540	160	1	58	40	1	540	12227	0	46	50	4	538
Gifted/talented program																						
Yes	7	0	0	6	86	1	14	0	0	546	7	0	86	14	0	546	464	2	74	23	0	545
No	183	1	1	99	54	79	43	4	2	539	183	1	54	43	2	539	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: Gorham School Department
 School: Village Elem School-Gorham

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	2	67	1	33	0	0	541	2	0	67	33	0	541	5	0	29	57	14	533
B. less than one hour	74	1	1	75	54	59	43	3	2	540	74	1	54	43	2	540	66	0	44	52	3	538
C. one to two hours	21	0	0	25	64	13	33	1	3	540	21	0	64	33	3	540	26	0	45	52	3	538
D. more than two hours	4	0	0	2	29	5	71	0	0	535	4	0	29	71	0	535	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	24	0	0	32	71	13	29	0	0	544	24	0	71	29	0	544	25	1	54	42	3	540
B. good	53	0	0	52	53	44	44	3	3	538	53	0	53	44	3	538	50	0	46	51	3	538
C. fair	22	1	2	21	50	19	45	1	2	538	22	2	50	45	2	538	22	0	29	65	6	535
D. poor	1	0	0	0	0	2	100	0	0	537	1	0	0	100	0	537	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	13	1	4	13	52	8	32	3	12	539	13	4	52	32	12	539	14	0	33	56	10	535
B. about that same as my regular schoolwork	69	0	0	72	55	58	45	0	0	540	69	0	55	45	0	540	65	0	45	52	3	538
C. easier than my regular schoolwork	18	0	0	20	61	12	36	1	3	540	18	0	61	36	3	540	21	0	45	51	4	538
Optional school/SAU question																						
A.	11	0	0	1	50	0	0	1	50	530	11	0	50	0	50	530						
B.	11	0	0	1	50	1	50	0	0	543	11	0	50	50	0	543						
C.	79	0	0	8	53	7	47	0	0	539	79	0	53	47	0	539						
D.	0										0											